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ABSTRACT

This second in a series of eight learning modules on professional role and development is designed to give secondary and postsecondary vocational teachers aid in serving their profession by helping them become aware of the various ways they can serve it (e.g., through active support of organizations representing the profession, volunteer work on committees, support of legislation affecting the profession, and publicity for new ideas, problems, issues, and concerns). The terminal objective for the module is to serve the teaching profession while working in an actual school situation. Introductory sections relate the competencies dealt with here to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include required reading, self-check quizzes with model answers, a case study to critique and a model critique, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on professional role are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (JT)

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ED153077

MODULE

I-2

Serve Your Teaching Profession

MODULE I-2 OF CATEGORY I—PROFESSIONAL ROLE AND DEVELOPMENT
PROFESSIONAL TEACHER EDUCATION MODULE SERIES

The Center for Vocational Education
The Ohio State University

KEY PROGRAM STAFF:

James B. Hamilton, Program Director

Robert E. Norton, Associate Program Director

Glen E. Fardig, Specialist

Lois G. Harrington, Program Assistant

Karen M. Quinn, Program Assistant

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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FOREWORD

This module is one of a series of 100 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and post-secondary levels of instruction. The modules are suitable for the preparation of teachers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion referenced assessment of the teacher's performance of the specified competency. The materials are designed for use by individual or groups of teachers in training working under the direction and with the assistance of teacher educators acting as resource persons. Resource persons should be skilled in the teacher competency being developed and should be thoroughly oriented to PBTE concepts and procedures in using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based preservice and inservice teacher preparation programs to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, post-secondary institutions, local education agencies, and others responsible for the professional development of vocational teachers. Further information about the use of the modules in teacher education programs is contained in three related documents: **Student Guide to Using Performance-Based Teacher Education Materials, Resource Person Guide to Using Performance-Based Teacher Education Materials** and **Guide to Implementation of Performance-Based Teacher Education.**

The PBTE curriculum packages are products of a sustained research and development effort by The Center's Program for Professional Development for Vocational Education. Many individuals, institutions, and agencies participated with The Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials. Over 40 teacher educators provided input in development of initial versions of the modules; over 2,000 teachers and 300 resource persons in 20 universities, colleges, and post-secondary institutions used the materials and provided feedback to The Center for revision and refinement.

Special recognition for major individual roles in the direction, development, coordination of testing, revision, and refinement of these materials is extended to the following program staff: James B. Hamilton, Program Director; Robert E. Norton, Associate Program Director; Glen E. Fardig, Specialist; Lois Harrington, Program Assistant; and Karen Quinn, Program Assistant. Recognition is also extended to Kristy Ross, Technical Assistant; Joan Jones, Technical Assistant; and Jean Wisenbaugh, Artist for their contributions to the final refinement of the materials. Contributions made by former program staff toward developmental versions of these materials are also acknowledged. Calvin J. Cotrell directed the vocational teacher competency research studies upon which these modules are based and also directed the curriculum development effort from 1971–1972. Curtis R. Finch provided leadership for the program from 1972–1974.

Appreciation is also extended to all those outside The Center (consultants, field site coordinators, teacher educators, teachers, and others) who contributed so generously in various phases of the total effort. Early versions of the materials were developed by The Center in cooperation with the vocational teacher education faculties at Oregon State University and at the University of Missouri-Columbia. Preliminary testing of the materials was conducted at Oregon State University, Temple University, and University of Missouri-Columbia.

Following preliminary testing, major revision of all materials was performed by Center Staff with the assistance of numerous consultants and visiting scholars from throughout the country.

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College, Michigan; Florida State University; Holland College, P.E.I., Canada; Oklahoma State University; Rutgers University; State University College at Buffalo; Temple University; University of Arizona; University of Michigan-Flint; University of Minnesota-Twin Cities; University of Nebraska-Lincoln; University of Northern Colorado; University of Pittsburgh; University of Tennessee; University of Vermont; and Utah State University.

The Center is grateful to the National Institute of Education for sponsorship of this PBTE curriculum development effort from 1972 through its completion. Appreciation is extended to the Bureau of Occupational and Adult Education of the U.S. Office of Education for their sponsorship of training and advanced testing of the materials at 10 sites under provisions of EPDA Part F, Section 553. Recognition of funding support of the advanced testing effort is also extended to Ferris State College, Holland College, Temple University, and the University of Michigan-Flint.

Robert E. Taylor
Executive Director
The Center for Vocational Education

THE CENTER FOR VOCATIONAL EDUCATION
The Ohio State University • 1960 Kenny Road • Columbus, Ohio 43210

The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The Center fulfills its mission by:

- Generating knowledge through research.
- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
- Installing educational programs and products.
- Operating information systems and services.
- Conducting leadership development and training programs.

AAVIM

AMERICAN ASSOCIATION FOR VOCATIONAL INSTRUCTIONAL MATERIALS

Engineering Center
University of Georgia
Athens, Georgia 30602

The American Association for Vocational Instructional Materials (AAVIM) is an interstate organization of universities, colleges and divisions of vocational education devoted to the improvement of teaching through better information and teaching aids.

INTRODUCTION

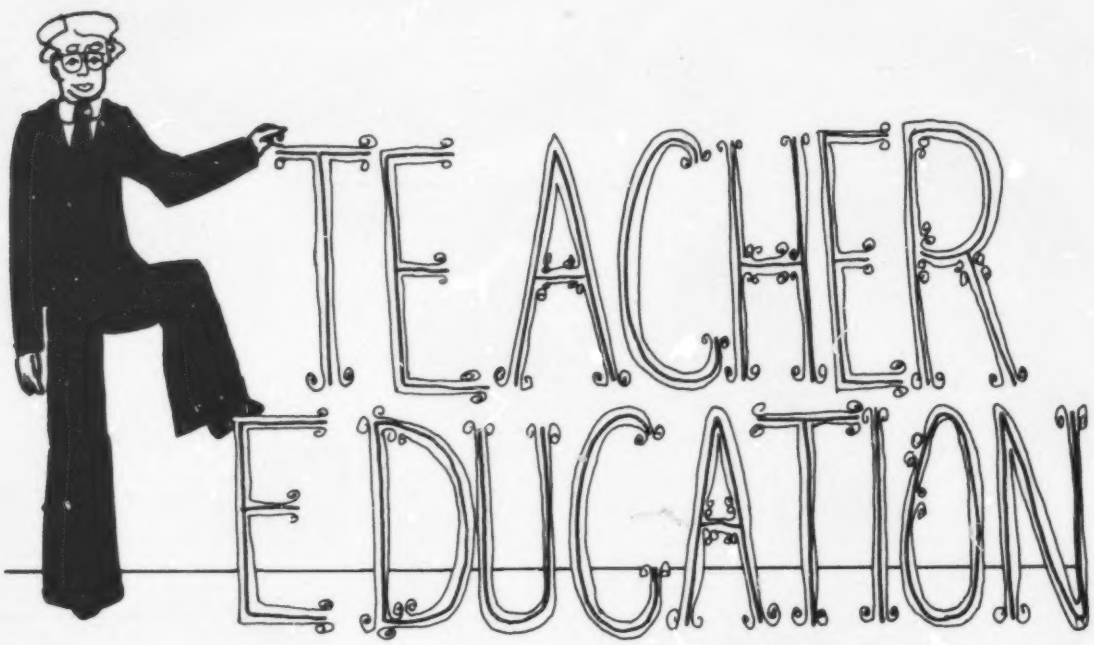
The role of the teacher in the American school system has changed drastically since schools were first established. At that time there was no teaching "profession," and many persons with little education or preparation conducted classes. For example, many teachers had only eight years of education.

One needed only to teach and preserve the "old", not search and strive for the new. A teacher was hired to instruct students, and was not expected to have other professional interests. Thus, the development of a teaching "profession" and the responsibilities of the teacher for that profession were virtually ignored.

It wasn't until the 1830's that teacher education was introduced in America. However, at that time the public, educators, and university systems still considered teaching an occupation and not a profession that required much knowledge, recognized professional behaviors, or skills. Many years followed before teacher preparation periods were extended to even two years and only relatively recently have they become four years.

Our society has changed a great deal from those early days. Today it is no longer satisfactory that a teacher be only a good classroom instructor. Teaching has developed into a profession requiring specific skills and knowledge, along with an individual responsibility to stay abreast of new developments. It has developed into a profession requiring individual and group support, leadership, and action for the protection and betterment of education and the profession.

A teacher must be informed and ready to act based upon this increased responsibility. The teacher should have many interests such as active support of organizations representing the profession; volunteer work on committees; support of legislation affecting the profession; and publicity for new ideas, problems, issues, and concerns. The teacher must be a professional, represent the profession, and serve it. This module is designed to aid you in serving your profession by helping you become aware of the various ways you may serve it.



ABOUT THIS MODULE

Objectives

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the vocational teacher's role in serving the profession (*Learning Experience I*).
2. Given a case study describing how a particular teacher fulfilled his responsibilities to the profession, critique the performance of that teacher (*Learning Experience II*).

Resources

A list of the outside resources which supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions, or in assessing your progress at any time.

Learning Experience I

Optional

Persons (vocational teachers, an officer of a professional organization, etc.) from whom you can obtain information concerning ways in which you can serve your profession.

A resource person with whom you can meet to discuss the information recorded in a log.

Learning Experience II

Required

2–4 peers with whom you can discuss and critique the professional behavior of a teacher in a case study (required only if you select this alternate activity).

Learning Experience III

Required

An actual school situation in which you can serve your teaching profession.

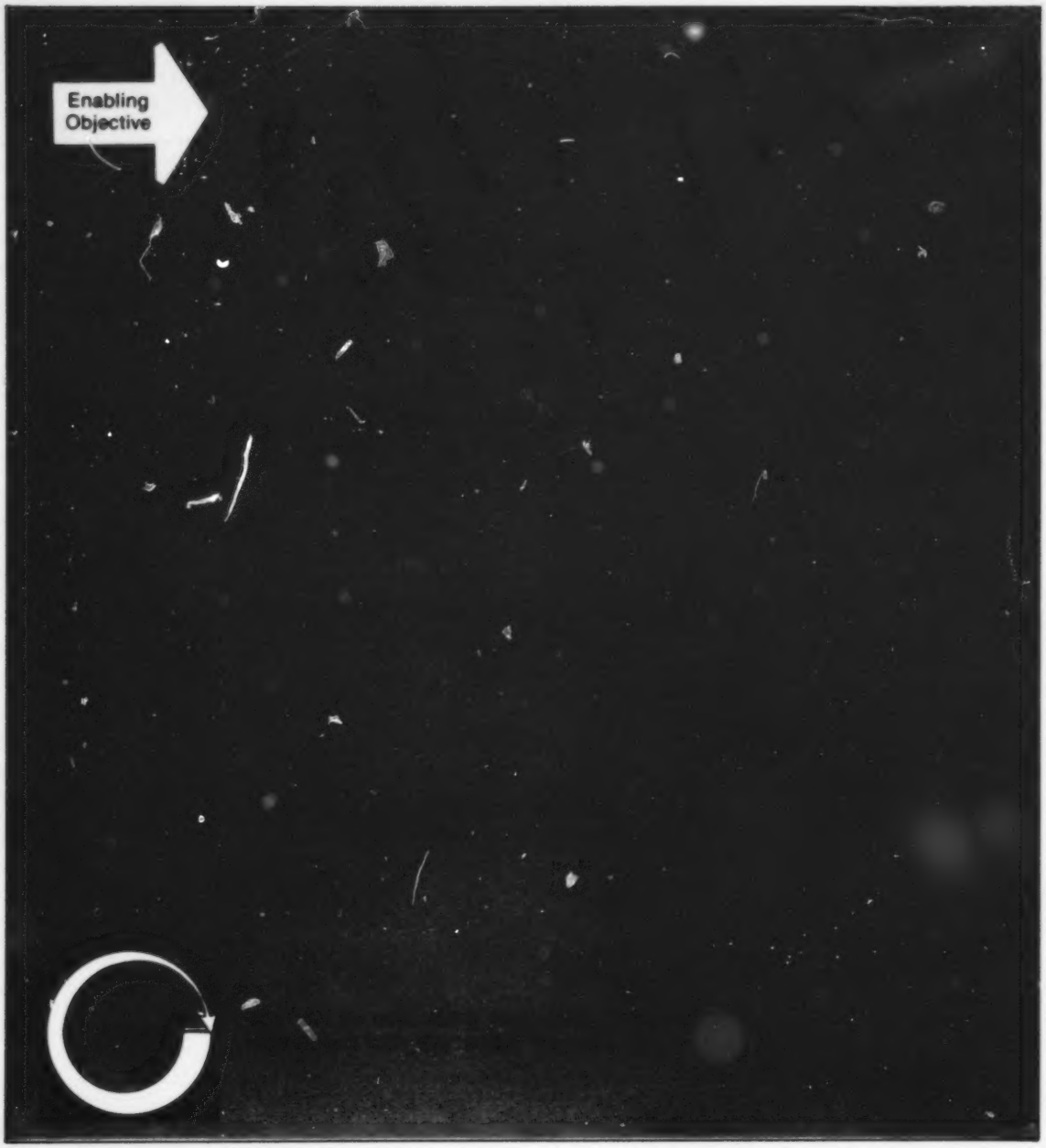
A resource person to assess your competency in serving your teaching profession.

This module covers performance element numbers 300, 305–309 from Calvin J. Cotrell *et al., Model Curricula for Vocational and Technical Teacher Education: Report No. V* (Columbus, OH: The Center for Vocational Education, The Ohio State University, 1972). The 384 elements in this document form the research base for all The Center's PBTE module development.

For information about the general organization of each module, general procedures for their use, and terminology which is common to all 100 modules, see About Using The Center's PBTE Modules on the inside back cover.

Learning Experience I

OVERVIEW

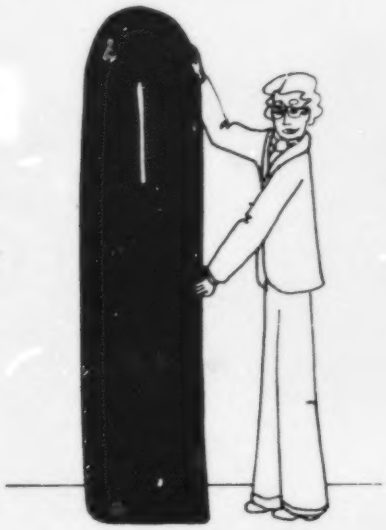


Activity

For information concerning the importance of serving the teaching profession and describing the different ways that service can be provided, read the following information sheet:

SERVING YOUR TEACHING PROFESSION

Teaching is generally regarded as a profession, and adhering to its principles and beliefs is recognized as "professionalism." The quality of your own professionalism as a vocational teacher can be measured by performance. Through a consensus of many educational writers, criteria have been established for measuring levels of mastery. By comparing those criteria with your own performance, you can determine your degree of professionalism.



Many experts in the field agree that a professional teacher is a person who—

- has a service to perform, and that service is needed by society
- provides this service after following a specific course of study for a period of years
- follows acceptable and prescribed methods of gaining admittance to the profession
- continually researches, learns, and applies new knowledge
- shares knowledge with others using specific, acceptable techniques
- supports and practices the code of ethics that is recognized by the entire profession
- supports the organizations which have been developed to protect and improve the profession

If you satisfy all these requirements, the public and other educators recognize you as a "professional." However, your responsibility does not stop here. As an educator you have a responsibility to promote your profession, serve it, and actively represent its goals and objectives. You can demonstrate your personal commitment by actively participating in professional and community organizations, serving on committees, supporting legislation, exchanging information with other professionals, participating in research activities, and writing for professional publications.

Organizations

Organized groups throughout the history of our country have helped to make the United States a great nation. Members of groups understood that a person could not do everything alone. There is strength in numbers, and action by a unified body can cause great action and reform to be initiated. In a statement to a group of educators gathered at the White House, John F. Kennedy said, "Things don't happen. They are made to happen. And in the field of education they are made to happen by you and your members."[1]

1. Adapted from Richard C. Weber, "Why Should I Belong?" *Agricultural Education* 44 (January 1972): 185.

There are many organized professional groups related to education, and you may be a member or student member of many of them at the local, state, and national levels. These organizations are supported through membership dues, memorials, scholarships, foundations, and assessed charges for special services. This financial support allows the organization to do such things as—

- hire staff members who keep the organization operating full-time
- organize committees, draw up petitions, and write literature to support educational legislation

- prepare and distribute professional publications
- improve professional standards by organizing committees to work for improved teacher competence and accountability, and by preparing a code of ethics that all organization members are expected to follow
- provide benefits such as group insurance, legal assistance in professional matters, and information regarding federal and state laws that affect the teacher
- improve working conditions by helping teachers negotiate in their own schools, organizing committees to conduct studies, and supporting legislation to improve conditions

But groups are no stronger than their members. Everyone in an organization must actively support its goals and objectives. Everyone must contribute time and effort. Financial support is not enough. It helps, but more is needed from members. As a member, you should support leadership, assume a leadership role when appropriate, actively participate, go to meetings, recruit new members, express beliefs and act on them—be involved.

Opportunities for your involvement at the state and national levels of an organization usually occur as a result of your participation at the local level. For example, local organizations form many committees that support the goals of the entire organization. Your participation in a local committee such as one on Educational Finance could result in that committee nominating you for an appointment to the state committee. The state committee on Educational Finance might then, in turn, nominate you for an appointment to the national committee.

Your decision to join and participate in a professional organization at any level should include a consideration of that group's goals and objectives, and how you can actively contribute. Following is a brief discussion of four major professional organizations that you might wish to join and support.

National Education Association

Throughout its history, the National Education Association (NEA) has been the largest teachers' organization. It has a current membership of 1,600,800 elementary and secondary teachers, college and university professors, administrators, principals, counselors, and other interested educators. It includes in its membership 53 state groups (including groups in Puerto Rico, the District of Columbia, and Overseas) and 9,000 local groups.

Its purpose as written in the NEA Constitution states—

> [The NEA will] serve as the national voice for education, advance the cause of education for all individuals, promote professional excellence among educators, gain recognition of the basic importance of the teacher in the learning process, protect the rights of educators and advance their interests and welfare, secure professional autonomy, unite educators for effective citizenship, promote and protect human and civil rights, and obtain for its members the benefits of an independent, united teaching profession.

Your membership in NEA automatically gives you membership in your state and local NEA affiliates. The organization requires this joint membership because it depends upon these affiliates to actively recruit new members. NEA also looks to state and local groups for active support of the organization's goals and objectives.

Your active local involvement in NEA can provide you with many opportunities for professional service. This service might eventually result in opportunities for your participation at the state and national levels. For example, local organizations need members to organize instructional improvement seminars for teachers, to assist teachers in planning inservice programs, to develop continuous public relations programs, and to gather data for members who are working to improve educational legislation.

You might also participate locally in public relations activities designed to create a favorable educational climate towards the implementation of an important NEA goal. This goal is the installation of

a program which will allow the organized teaching profession to be in control of teacher accreditation, certification, and teacher education. Your participation in one of these activities at a local level could result in your chapter nominating you for a position with the state or national organization.

NEA is governed by a representative assembly. This assembly is a legislative body that establishes general association policies. Delegates to the assembly are chosen by local and state chapters. If you have actively supported the NEA in one of these chapters, you might be appointed to this assembly and have an opportunity to express your opinions as to the policies of the entire organization.

American Vocational Association

Over 50,000 members belong to the American Vocational Association. This number includes administrators, teachers, supervisors, and other educators interested in the development and improvement of vocational, technical, and practical arts education. These members may also belong to one of 54 different territorial and state affiliates.

AVA has identified goals in five major areas as being particularly important to the purpose of the organization. These goals are supported by all members who actively participate in the national organization, and in the state and regional affiliates.

Each AVA group appoints outstanding members to committees that work for the goals that are important to the organization. If you, as a member, have been very active in your state group, you might wish to seek an appointment to a state committee that supports a specific goal. Your contribution to this committee could result in your appointment to the AVA national committee.

The five major areas that AVA has established goals around are—

Program leadership.—AVA goals in this area include promoting vocational education as an important school program. AVA strives continually to find better ways of training students to be effective employees. Another goal is promoting preservice organizations at the college level. AVA wants to integrate these preservice groups into vocational education and encourage them to support professional association activities.

Your efforts as a member interested in working for these goals could include reviewing the methods of identifying the need for employees in certain fields, reviewing the standards for accrediting vocational programs, participating in inservice training, and encouraging preservice organizations to participate in National Vocational Education Week.

Professional development.—In this area, AVA members work to provide services to professional personnel. Some of their services include publish-

ing a monthly newsletter and a directory of leadership in vocational education. Members also distribute important papers and speeches that have been presented at state, regional, and national meetings. You might participate in providing these services, or you might help to provide opportunities for other members to grow and develop professionally. In order to achieve this, you might organize leadership training workshops, locate members to act as consultants or speakers at different associations, or help identify the outstanding vocational teachers who should receive awards.

Membership.—The AVA goal is to increase membership by strengthening state associations, divisions, and regions. As a member of a committee serving this goal, you might help to implement a recruitment program, study the reasons why some individuals do not renew membership and plan a program to help correct this, or develop a program to increase preservice membership.

Public relations.—AVA hopes to improve relationships with vocational educators, with other groups that serve vocational education, and with the entire public. Your activities as a member might be to help plan and conduct the "National Vocational Education Week" program, to participate in the activities that would enhance vocational education, or to help develop materials which inform the public about the role of vocational education.

Legislation.—AVA is very concerned about the type and quality of legislation that is passed concerning education. The organization is very interested in providing relevant information to legislators, supporting or working to defeat legislation, and informing its members of all proposed legislation. Members who are interested in these areas can conduct studies to obtain information and data on vocational education and give these studies to policymakers. They may also help to publish the legislative newsletter, conduct legislative technique workshops for other members of AVA, write letters to policymakers, or even testify about educational issues before state legislatures.

Each vocational service area is represented in AVA decision-making processes. Members of your service area may elect you as their representative to the AVA Board of Directors. This board is responsible for policy matters and for management of the association. Here you can represent the interests of your occupational area and have a voice in making recommendations to be voted on and adopted by the House of Delegates.

Possibly, you could even be nominated by members of your state and elected to the House of Delegates. This house is composed of representatives from each state, and the number of these delegates with voting power is determined by the total AVA membership of each particular state. Additionally, through a rotation process, you have an opportunity to be elected to the position of AVA president, or to any other executive officer position.

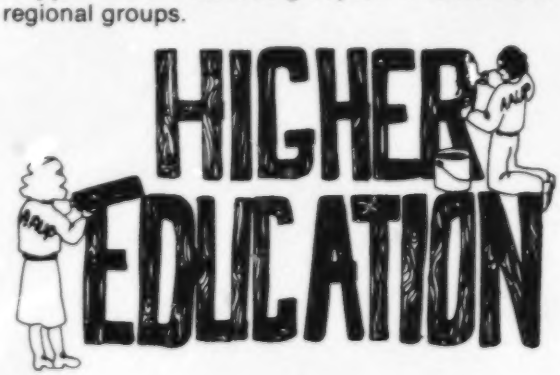
American Federation of Teachers (AFL-CIO)

This union organization primarily represents the interests of teachers. Its membership numbers 400,000, and it is comprised of 1170 local groups. It was chartered by the American Federation of Labor in 1916 and is still primarily concerned with negotiating agreements for the benefit of teachers (e.g., better working conditions, improved salaries). Some of its activities to help accomplish this include gathering relevant materials, documenting facts, and meeting with school administrators.

Your activities, especially in the area of improving educational legislation, can help further the general objectives of AFT. Some of these objectives are increasing federal aid for school construction, increasing teachers' salaries, providing more scholarships, and offering free textbooks. Depending upon your interests, you might also wish to support AFT in its active promotion for a unified profession. The organization hopes to unify the profession by uniting all teachers in only one recognized organization.

American Association of University Professors

This professional organization of college and university teachers, research scholars, and academic librarians is supported by 80,000 members. (This group includes faculty of community colleges which are associated with 4-year colleges.) Besides belonging to the national group, members may join one of 1400 local groups, and 45 state and regional groups.



AAUP members actively work to improve higher education. They do this by seeking appointment to, or supporting the efforts of, committees such as College and University Government and Accrediting of College and Universities.

Members also support AAUP in its efforts to improve the professional status of college and university teachers. The organization has been particularly active in protecting the individual rights of college teachers who have been subject to what AAUP considers unfair practices by the college administration. As a member, you might support these efforts by seeking an appointment to a committee such as one concerned with academic freedom and tenure, or professional ethics.

If you are a vocational teacher at the community college level, you should be very interested in the work the AAUP does at this particular level. The organization actively supports two-year colleges and works closely with teachers, administrators, and trustees of these colleges to ensure that they observe principles and procedures important to higher education.

As an active member, you may assume leadership roles in the AAUP. Besides having the opportunity to be elected to an executive officer position, you may be elected by members in your geographic area to serve on the AAUP Council. As a member of the Council, you have a position in the governing body of the organization. This body prepares proposals relating to the amount of membership dues and methods of payment, manages the property and financial affairs of the organization, authorizes the establishment of committees, organizes the annual meeting of the association, etc.

At the annual meeting of this association, you and all members have the authority, by a majority vote, to do such things as (1) amend the AAUP Consitution, (2) express views on professional matters, (3) propose specific actions, and (4) act on recommendations presented by the Council.

State and Local Associations

State and local groups, associated with each of the national organizations, greatly contribute to the purposes and goals of their parent groups. If you choose to belong to a national organization, you will find that some of the most beneficial opportunities for your active involvement come at the state and local levels.

State association.—The individual states have a great deal of power in making and enforcing laws relating to public education. For this reason, state educational associations are in an excellent position to influence education progress. Individual members of these groups are important in influencing lawmakers to pass important educational legislation.

Your participation in a state group can be directed towards many goals. You might work to improve the status of teachers, increase educational funds, improve school facilities, or enrich education curriculums.

Local associations.—Your membership in local associations can provide you with some of the most meaningful opportunities for active involvement and service. These groups offer you an opportunity to become better acquainted with other teachers and learn of their professional problems, concerns, and achievements. This close association can help unite the teachers in your community and improve professional working relationships.

Your membership at a local level will also allow you to contribute to group efforts to improve professional working conditions or salaries. Your services might be needed to conduct studies comparing local salary schedules and working conditions with those in other communities. You might also help by obtaining information on tax rates, budgets, and community ability to support schools.

Local organizations provide many services to the school and community. Teachers are needed to assist with the Red Cross blood banks and community health projects. They are also sometimes asked to orient new teachers to the school and community or to offer professional advice if needed.

Additional Organizations and Related Groups

There are numerous organizations representing the interests of the various service areas. Membership in these organizations can provide you with opportunities to participate in many activities that

are designed to further the aims of vocational education and the service area they represent.[2]

Professional vocational educators may also serve the profession by representing it in community organizations. For example, a distributive education teacher might serve as a member of the educational committee for the Local Retailer's Association; a home economics teacher may act as a delegate or program participant at a meeting of the State Dietetics Association; or a trade and industrial education teacher might be asked to serve on an area manpower planning council.[3]

2. To gain further understanding of the way in which membership in service area organizations can help you grow professionally, you may wish to refer to Module I–1, *Keep Up to Date Professionally.*

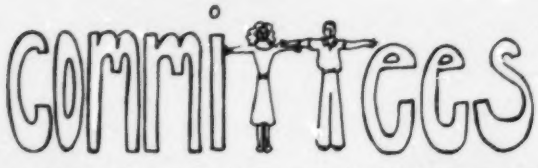
3. To gain skill in serving your profession through membership in community organizations, you may wish to refer to Module G–8, *Work with Members of the Community.*

The administration of your school regularly schedules faculty and PTA meetings. Your participation in both these functions is essential if you are to have a voice in school-related decisions. You should regularly attend meetings to be aware of such things as topics under discussion, committees that need to be formed, or projects that need to be completed. You should actively participate in these meetings by voting if appropriate, voicing your opinions, or offering your services. For example, you might offer to organize a program to present outside speakers at your school, or you might ask to help organize all documents or materials that will be needed when the school is evaluated for accrediting purposes.

It is also important for you to attend the department meetings of your specialty area or of the vocational education department. You should be involved in all decisions made, and all actions taken, by your department.

Committees

Most schools regularly ask that committees be formed to act on particular problems or issues affecting the school. Teachers usually form the nucleus of these committees. Often, particular teachers are asked to serve because of their expertise in the topic area, but any interested vocational teacher can offer his/her services and contribute to the efforts being made by a particular committee.



As a vocational teacher, you should be aware of, and interested in the needs or problems of your school. You should be aware of work that needs to be done and offer your services to committees that are formed for this purpose. For instance, you might wish to participate in a committee which is in charge of organizing competitive events for youth organizations, or evaluating the need for new laboratory equipment. Your school may need a better publicity program, and you might offer to form a committee to develop such a program. More training stations may be needed for cooperative education students, and therefore you might wish to join a committee that is conducting a study of local business.

Frequently, teachers are needed to represent vocational education on various school district committees, such as ones formed for textbook selection, curriculum planning, development of district or total school goals and objectives, or development of inservice training programs. In addition, you may be asked to develop new curriculum or use your classes as a pilot demonstration center for implementing new program concepts.

Committees are formed for many purposes. Be aware of the needs of your school or school district, and offer your services to help find solutions to answer those needs. Do not, however, limit yourself to committee work related only to vocational education; participate in many aspects of the school's activities.

Research

As a vocational teacher, you are probably aware of professional and educational advancements brought about through research. Many of these advancements have probably helped to improve your instruction. It's easy to accept and benefit from other peoples' research, but what about **your** responsibilities? Change and improvement can be brought about through the research efforts of teachers. Your personal interest, active support, and creative ideas in this direction can greatly contribute to the educational system.

The term "research" does not always imply a mammoth undertaking. Many types of projects which are relatively easy to implement will qualify. A research effort, of any scope, need only be worthwhile and meaningful. For example, you might test a new textbook in your classroom, and evaluate student learning with this text against learning with the old text. You might incorporate competency-based instructional materials into your lessons and evaluate the results.

Most school funds are limited, and any money for research projects must come from other sources. If you are interested in a specific research project, you might consider applying for funding under the Vocational Education Amendments of 1976, or from other U.S. Office of Education sources, other federal agencies, state funds, or private foundations.

The Vocational Education Amendments of 1976 support research in vocational education, and projects may qualify for funding under this Act. Under the provisions of this Act, each state bureau or division of vocational education is allotted specific funds for research. These projects must deal with a topic that is of current, widespread interest and be generally viewed as having a high priority. Following are some types of projects that may qualify.[4]

- A **developmental project** is begun in order to produce something that can be used by others. A researcher might wish to develop products such as new instructional materials. For example, an industrial arts teacher might wish to develop a student instructional unit on the hardening and tempering of tools. Another teacher might undertake a developmental project to produce an effective program for creating safety awareness in the classroom. Both of these projects create a product that can be used by others.
- An **experimental project** is one in which data on a particular subject are gathered. The researcher then analyzes these data and draws conclusions or makes recommendations based on the findings. For example, you might wish to conduct an experimental project with a teacher in another school. One of you might teach for six weeks using the textbook-lecture technique and the other teacher might use individualized instruction. At the end of the six-week period, you would compare student achievement based upon the data collected. You would then draw a conclusion as to which method had the best results.
- A **pilot project** is a study or a "trial run" undertaken in order to determine the effectiveness of a particular project. For example, the industrial arts teacher who developed the instructional unit might wish to test it and study the results. He/she might wish to use this pilot project to estimate the cost of implementing the instructional unit, or he/she might wish to determine what operations explained in the unit need to be further developed.
- A **field-test project** is begun when the researcher is confident that the process or product has been completely developed and studied. He/she completes a final evaluation in an "actual" situation. The industrial arts teacher would field test the instruction sheet with actual students in a classroom setting. If the evaluation proves that the product effectively teaches students, it is ready for the market.
- A **demonstration project** follows field testing. It's purpose is to demonstrate what has been accomplished through field testing in order to encourage adoption. In other words, at this point the industrial arts teacher might tour many schools and demonstrate the effectiveness of the instruction sheet.
- A **research training project** is designed to teach staff different research techniques. It can also be used to familiarize persons in vocational education with the research findings of the various projects.
- A final type of project that qualifies for funding under the Vocational Education Amendments is one to **develop new curricula** and **new careers.**

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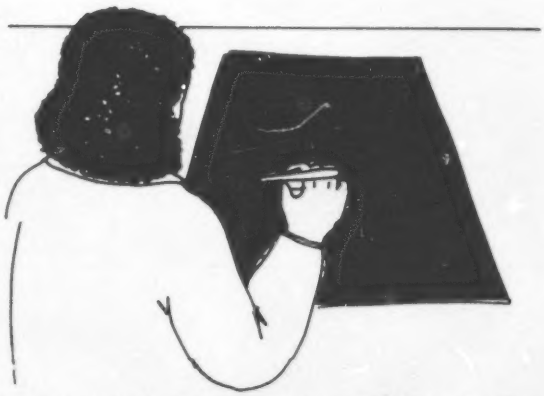
4. *Vocational Education Amendments of 1968 Program Manual* (Madison, WI: State of Wisconsin, Board of Vocational, Technical and Adult Education, 1971), Chapter 21.

If you are interested in conducting a research study, contact your state department for information on funding procedures. Your success in obtaining funds will depend on many things. It might depend on what your state feels are the most important and needed research projects, how many other projects need funds, whether your subject might compete or conflict with research already funded, and the amount of funds you need. Sample 1 is an example of a proposal evaluation form. Use of such a form helps states to determine project priorities for funding purposes.

In addition to conducting research projects, you may also make a valuable contribution by cooperating with other researchers in data-collection activities. Teachers are an essential source of information for many educational research projects. Often, questionnaires are mailed for the purpose of obtaining specific information. Your immediate and complete responses to these mailings can be of tremendous help to other researchers.

You might also wish to support research efforts by joining the American Vocational Education Research Association (an AVA affiliate). This group is



composed of educators and vocational education research graduate students interested in supporting or conducting research in vocational education. Members of this group work to encourage vocational education research and developmental activities. They also help to support training programs to prepare persons for research responsibilities.

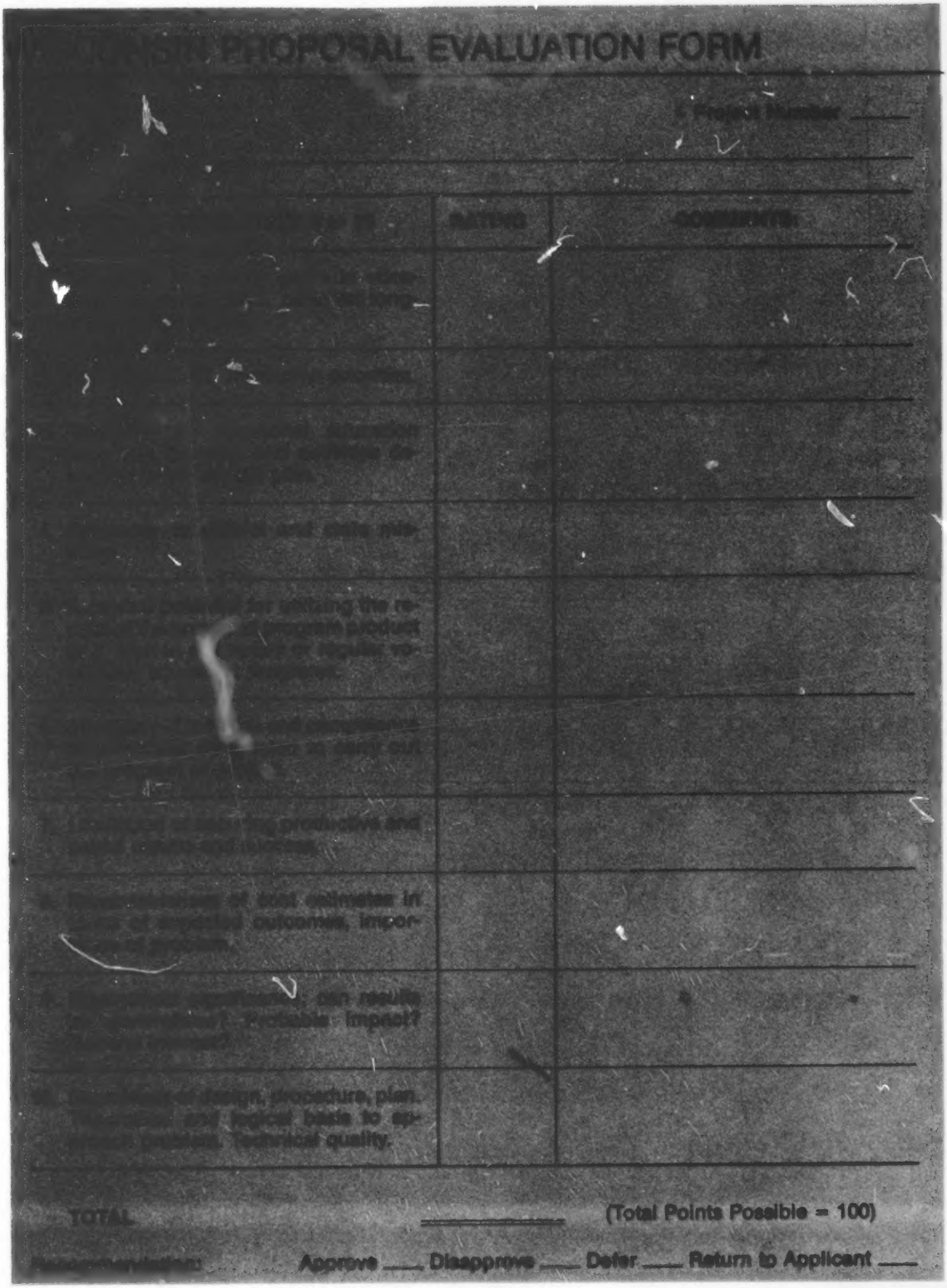
Legislation

As an educator, **all** laws that are passed affecting your profession affect you. You have a responsibility to yourself and to your profession to be interested in, and aware of, all relevant proposed legislation. You should feel sure that your representative is representing **you,** especially when pending educational legislation is under review by your state legislature or by Congress.

This confidence will be more justified if you have taken an active interest in the various campaign platforms at election time and subsequently supported the candidate of your choice. During these times, you also may have been involved in public discussions with a candidate. They are very interested in knowing what is important to the people they will be representing. Candidates often seek input from the public, and you can help them to develop favorable attitudes towards education. Communicating with candidates is reciprocal—you need to know their stand on issues; they need to understand your legislative concerns.

If legislation is proposed and you wish to have your views known, you may contact your representative and, based upon facts and figures, express the harm or benefits of the proposed legislation. You may do this individually, or you may find that a group effort through your professional organization can be more influential. In any case, take an **active stand** and contact your representative. If he/she cannot schedule time, the administrative assistant or field representative who is working with your legislator can be of assistance. This person can usually answer many questions about your legislator's stand on issues, and can relay much of your concern or any questions to him/her.

SAMPLE 1



PROPOSAL EVALUATION FORM

Project Number ____

	RATING	COMMENTS

TOTAL _____ (Total Points Possible = 100)

Approve ___ Disapprove ___ Defer ___ Return to Applicant ___

In an effort to help support or defeat proposed legislation, you may also wish to—

- elicit the active support of your school's administration and faculty
- gain support from local professional organizations, community groups, and related local business and industry organizations
- ask community leaders to take a public stand on certain specific issues
- circulate petitions to be forwarded to your representative
- join your national or state professional organization in their lobbying efforts
- ask your representative and educational leaders to participate in a panel discussion or symposium

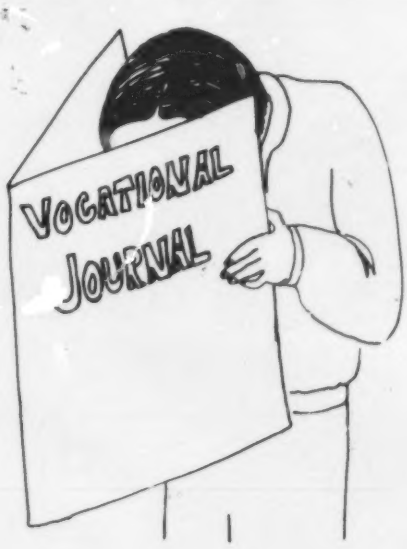
There are many activities that you may organize or in which you may participate while working to support or defeat legislation. However, you must exercise professional judgment and decide for yourself the type, and extent of, your community activities. It is generally accepted, though, that most outside interests of a political nature should not take place on school time or on school property.

Writing For Publication

Your contributions to professional literature can also be an important as well as a personally rewarding method of serving your profession. Some educators have the knowledge and expertise to write a book for publication. If you have the desire and ability for such an undertaking, you might possibly choose to write on a topic in which you have unusual expertise or experience.

For example, it is possible that health occupations students need to have access to a more modern textbook. You might have expertise relative to recent developments in the field and choose to write a textbook. You might also have found a practical and useful way of incorporating individualized instruction into your home economics classes and decide to share your knowledge by writing a book.

However, it is much more feasible and likely that your ideas or educational positions would be better suited for publication in the form of an article for a professional journal. Most vocational educators have some special knowledge and expertise that can be of great assistance to a fellow teacher. A large number of your fellow teachers may be struggling with a problem you have solved, and would find an article on the subject to be very helpful.



For example, your stand on proposed educational legislation, written in the form of an article, might bring the issue to the attention of other educators and cause them to actively support your position. Your article on curriculum planning might give another teacher an important insight. A short article about your experiences when teach-

ing modern agricultural techniques to farmers in India might be very interesting reading for other teachers.

Writing can be exciting, and very rewarding if your article is published. However, certain procedures need to be followed in order to increase your chances of seeing that article in print.

Of vital importance to your writing success is the careful selection of the periodical to which you submit your article. Each journal is intended for a specific audience and for a special purpose. Articles in each respective publication will cater to the interests and abilities of the intended audience in order to achieve the purposes of the publication.

It is in your best interest to become familiar with the many different journals and periodicals. In order to do this, you might find it helpful to refer to reference volumes such as the *Directory of Scholarly and Research Publishing Opportunities*. Volumes such as this categorize publications according to subject classification; topics of interest to each; and preferred format, procedures, and length of the article.

Based upon the information you find in one of these reference volumes, choose the periodical according to the topic you wish to write about, the audience you wish to reach, the writing style of your article, and its length.

Following are some additional pointers which may help you in writing and in getting your article published.

- Collect and organize all notes and materials before writing.
- Follow the acceptable format and procedures used by the publication you want to accept your article.
- Prepare an organized outline with a balanced and orderly progression of ideas.
- The first paragraph should immediately focus on the purpose of your article.
- Paragraphs should flow directly from the topic sentence of the preceeding paragraph.
- Carefully proofread.
- Submit your materials to one or two persons for review before sending the article to the publisher.
- Revise if necessary.

You may find that it is difficult to get your first article accepted for publication. However, with experience, developed writing skills, and good knowledge of the different periodicals, your chances for success will improve.

You might also wish to serve your profession by promoting it in newspaper articles. Items on the accomplishments of your profession or of individual members can make very interesting features.[5]

In summary, serving your profession involves much more than conducting a class or having membership in a professional organization. You should belong to professional and community organizations. You should work with these groups to achieve their goals, and serve in a leadership role when appropriate. You should also participate in school and school district committees, conduct and support research activities, work to support or defeat educational legislation, and write for publication. You should take advantage of every opportunity to express and demonstrate support for your profession.

5. To gain skill in preparing manuscripts and newspaper articles, you may wish to refer to Module G–5, *Prepare News Releases and Articles Concerning Your Vocational Program*.

You may wish to locate resource persons in your community with whom you can discuss ways that a vocational teacher can serve his/her profession. The Information Log below lists a variety of persons whom you may wish to contact, and questions you might wish to ask them. Space has been provided for you to record (log) the information you have obtained. Use additional paper if more writing space is required. **It is strongly recommended that you complete this activity.**

INFORMATION LOG

1. Contact a **vocational teacher** who is active in **professional activities** and ask questions such as—
   - What education organizations does he/she belong to, and where may you obtain information about them?
   - What school committees need help?
   - How can you help through PTA, faculty, or department meetings?
   - What community organizations relate to your occupational specialty area?
   - What does he/she do in the area of educational legislation?
   - What can you do to serve your profession?

   Information obtained:

2. Contact a **vocational teacher** who has had an **article** published and ask questions such as—
   - What problems did he/she encounter?
   - How was a publisher found? Writing tips?
   - What procedures are involved in the publication process?
   - What journals are most willing to publish articles from a vocational teacher?
   - What topics might you write about?

   Information obtained:

3. Contact a **school administrator** and ask questions such as—
   - How do committees contribute to the school?
   - What committees might you participate in and what do they do?
   - What is the school's policy on teachers conducting research activities?
   - What is the process for obtaining funds for research?
   - How would a teacher go about initiating a research project?
   - What is the school's policy on teachers participating in activities of a political nature?

   Information obtained:

4. Contact a **state representative** or member of his/her staff and ask questions such as—
   - What educational legislation has recently been proposed?
   - What is the representative's stand on particular educational legislation?
   - What might a vocational teacher do to help support or defeat legislation?

   Information obtained:

5. Contact a person in an **educational association** who deals with **legislators** and ask questions such as—
   - What type of activities does this person participate in?
   - What type of action does he/she participate in when supporting or defeating legislation?
   - What success have they had, and how did they achieve it?
   - What can you do to help?

   Information obtained:

6. Contact a person in an **educational association** who is on a **research** committee and ask questions such as—
   - What type of research activities does this person participate in?
   - What has their committee accomplished?
   - How might a vocational teacher contribute to research?
   - What research projects might you implement in your school?
   - How would you get school support and funds for a research project?

   Information obtained:

7. Contact an **officer** of a **local educational association** and ask questions such as—
   - Who may join the association?
   - When does the association meet?
   - What are the membership dues, and what are they used for?
   - What is the purpose of the association?
   - What activities might you participate in as a member?
   - What are some accomplishments of the association in the field of education?

   Information obtained:

You may wish to meet with your resource person and discuss the information you have recorded in the Information Log. You may also wish to discuss the activities you could participate in and which activities might offer you the greatest opportunity to serve your profession.

The following items check your comprehension of the material in the information sheet, Serving Your Teaching Profession, pp. 6–16. Each of the four items requires a short essay-type response. Please explain fully, but briefly, and make sure you respond to all parts of each item.

SELF-CHECK

1. Is a good teacher always a good "professional?" Why or why not?

2. What do you see as the major responsibilities of a teacher to his/her profession?

3. Why is it important for a teacher to be actively interested in proposed educational legislation?

4. What is meant by "active membership" in a professional organization?

Compare your written responses on the Self-Check with the Model Answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the **major** points.

MODEL ANSWERS

1. A good teacher is not always considered to be a good professional. As a vocational teacher, you might work hard to prepare interesting, informative lessons for your students. Because of the subject matter you teach and the way you present it, your students might be highly motivated. Yet your responsibilities as a teacher do not end here. You have responsibilities to your profession that are of the same importance as those to your students. While a professional teacher enjoys the benefits that the contribution of others bring to the profession, he/she also contributes to that profession.

2. Your major responsibility to the teaching profession is service. This service should be willingly offered whenever you are presented with a realistic opportunity. This is not to say that your classroom responsibilities should suffer as a result of your professional activities, or that you should accept **every** opportunity that comes your way. It does mean that you should be interested in your profession and want to do whatever you possibly can do to advance the goals and objectives of that profession.

   You should be an active participant in professional and community organizations and interested in the projects they undertake. You should be a member of committees working on school district projects and actively involved in committee work in your own school. Depending upon your interests and abilities, you should undertake research projects which will improve your profession, or at least support the research efforts of others.

   You might also be interested in working for the passage or defeat of particular education legislation and locating opportunities to accomplish your objective. In addition, your experiences as a teacher, some particular problem you have solved, or special knowledge that you possess might be of great benefit to other educators. You should be willing to share these things by writing articles for professional journals, preparing newspaper features, or possibly writing a book.

3. Concern for educational legislation indicates the teacher's concern for the welfare of students and of the entire educational system. Lawmakers are usually not educators and may lack insight into educational issues. It is essential that, as a member of the teaching profession, you make known your views to your representative in order that he/she may be able to represent you. You have a responsibility to supply this person with facts and figures relevant to educational legislation.

   You should also consider "educating" the public as to proposed legislation in order to gain even more support. You might choose to do this through professional association committees that are organized to deal with legislative concerns.

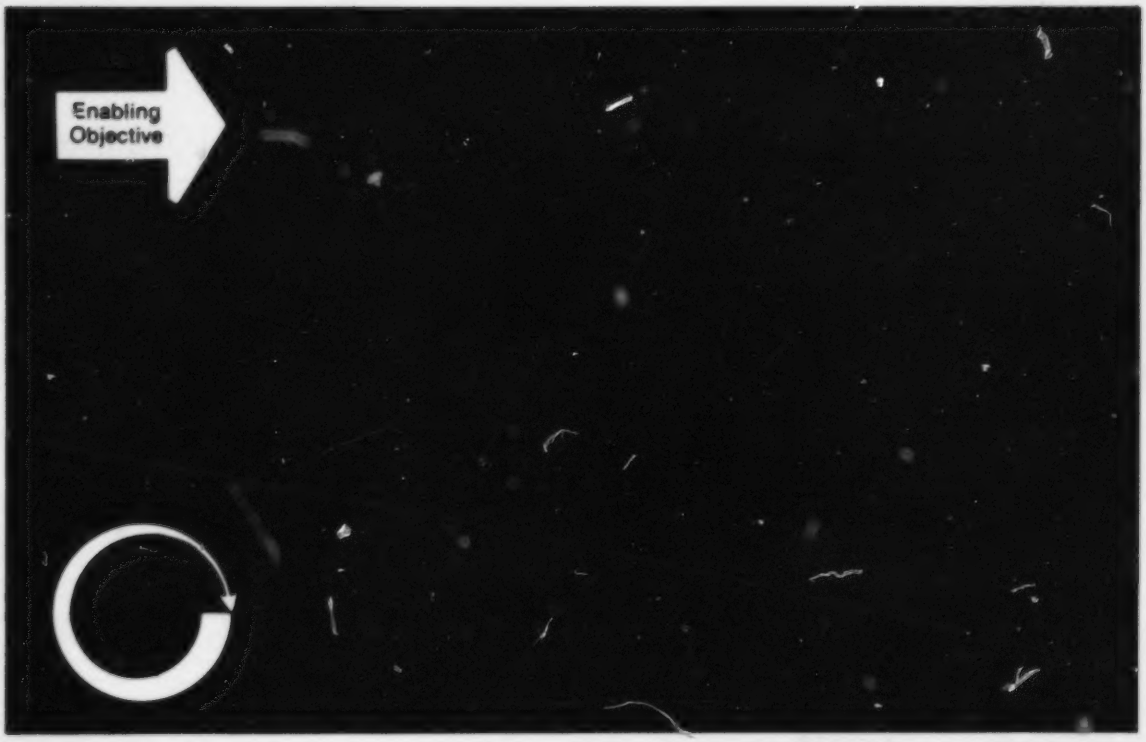
4. Active membership in a professional organization requires that you, as a member, participate physically, mentally, and emotionally in all aspects of the organization. **Physical** participation includes paying membership dues, attending meetings, voicing opinions, taking action, and accepting leadership roles. **Mental** participation includes contributing ideas, knowledge, and discoveries, and publishing your achievements for the benefit of others. **Emotional** participation means caring, being concerned, and wanting to uphold and promote the image of your profession. It is the committed attitude of each individual member that helps the entire profession be respected and admired.

LEVEL OF PERFORMANCE: Your completed Self-Check should have covered the same **major** points as the Model Answers. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Serving Your Teaching Profession, pp. 6–16, or check with your resource person if necessary.

NOTES

Learning Experience II

OVERVIEW



NOTE: The following activities involve critiquing a case study on an individual basis. If you prefer, you may work with peers in reading and critiquing the situation described.

Read the following Case Study describing Ray Barker's professional behavior and his attitude regarding his responsibility to his profession. As you read, try to determine what he is doing right and what he is doing wrong. At the end of the Case Study are some questions. Use these questions to guide you in preparing a **written critique** of Mr. Barker's professional behavior.

CASE STUDY

Ray Barker stopped by the office to pick up his mail on the way to his first class. He was early as usual. Ray has always been proud of being well prepared for his classes and having all of his materials ready when the students walk in. Often other teachers hear Ray say, "You don't get to be a top teacher in your field without hard work," and Ray has done plenty of that. Just this last year his vocational classes won two gold plaques and one silver plaque in state contests and walked off with nearly all of the first place awards in the district competition.

Ray searched through his mail hoping to find the rules and entry blanks for this year's state contests. Instead, he found a note from Mr. Halloran, his state supervisor, encouraging Ray to pay his vocational dues before the deadline so he would not keep his division from having 100% membership this year. "They sure know how to put pressure on a fellow," thought Ray.

Ray saw Mrs. Compton in the hallway and complained about the increase in dues this year. "I'm too busy with my teaching responsibilities and just don't have time for all those meetings. Besides it costs too much to belong to the vocational organization."

Mrs. Compton tried to explain some of the new things that the association was planning to do with the increase in dues. She felt she would get more than her money's worth from these new ventures.

However, Ray wasn't listening. He told Mrs. Compton that for many years he had been dissatisfied with the way the state contests had been run. He had taken his complaints to the judges and state officers every chance he got, but each time the president turned right around and asked Ray to serve as chairperson of a contest study committee. Ray never accepted though. He felt too strongly that a teacher who does a good job with his students doesn't have time for any additional work. Besides, the committee work required that he would have to meet and work out details with the agencies that sponsor the contests. That was certainly too much to ask of any teacher.

Ray finally arrived at his room and tossed the new *American Vocational Journal* on top of the pile in his bookshelf. Two years worth of journals and periodicals lay in that pile. As he made the toss, Ray noticed a rather fat envelope protruding from last month's journal. When he saw that it was from the state office, he hoped it was this year's contest rules and entry blanks. However, he opened the envelope and found that it was a questionnaire from the newly appointed contest study committee. Ray said to himself, "Another one of those time wasters. Don't they know that a good teacher just doesn't need busywork projects!"

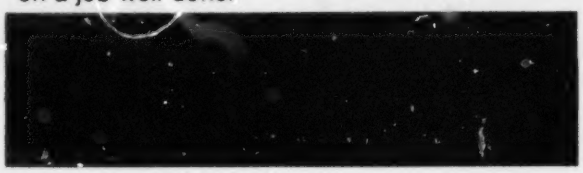
He glanced through the questionnaire hoping to find a clue as to which of the contests might be changed this year. However, the questionnaire just contained questions like, "Which of these contests do you enter? . . . Does this contest contribute toward accomplishment of your course objectives? . . . If so, how? . . . How would you recommend that this contest be improved?" Ray looked up and saw his first class arriving, so he dropped the questionnaire where it belonged—in the trash can.

It turned out to be a pretty good day for Ray in spite of the early morning disappointments. His students really seemed excited about the new unit he introduced, and he had completely forgotten about his earlier frustrations. He was halfway through his afternoon preparation period and just starting on his second cup of coffee when he remembered that tomorrow was the day that the state supervisor was scheduled to visit. Ray didn't mind Mr. Halloran visiting his classes. The supervisor really seemed to enjoy these visits and always complimented Ray on his teaching and the way he worked with his students.

What he dreaded about this visit was that Mr. Halloran would again ask Ray to write an article on his laboratory materials storage and inventory sys-

tem for the *American Vocational Journal*. Ray decided that he was just going to have to tell Mr. Halloran quite firmly that he didn't have time to write an article. Besides, while he didn't mind sharing his good ideas with other teachers, he knew from his own experiences that there was a great deal of personal satisfaction in working out problems such as storage and inventory systems on one's own. Ray believed strongly that you may just ruin a good young teacher's initiative by giving him too many pat answers.

With school out for the day and everything ready for tomorrow, Ray headed home, priding himself on a job well done.



NOTES

Compare your completed written critique of the Case Study with the Model Critique given below. Your response need not exactly duplicate the model response; however, you should have covered the same **major** points.

MODEL CRITIQUE

Ray was a good classroom teacher. He was willing to work hard, and he took great pride in being well prepared for his classes. Ray enjoyed working with his students; they enjoyed his lesson, and he was able to help his students win many state contests. But as a representative of his profession, Ray really fell down on the job.

Ray's response to a question about a teacher's responsibility to his profession would probably be negative. He viewed most professional activities as "time-wasters." Unfortunately, in the amount of time Ray spent thinking up reasons for his lack of interest, he probably could have made many professional contributions.

Ray lost his right to criticize the state contests when he refused to help make them better. If he was really concerned about the way they were run, he should have accepted the responsibility to serve as chairperson of the contest study committee.

But, Ray didn't want to take on this task. He didn't even have the inclination or the time to offer to help another chairperson or to suggest contest improvements on the questionnaire. By not choosing to do any of these things, Ray gave his consent to accept whatever decisions were made for him. And, if he doesn't like those decisions, Ray will continue to gripe, and will still want to know why those contests aren't run the way **he** thinks they should be run.

Ray Barker may be a good classroom teacher now, but the chances are that he won't develop as he could. The professional journals that he so carelessly tosses aside contain many useful articles that could help Ray in the classroom. He has stopped learning and could soon run the risk of being behind in current knowledge. He might eventually become too out of date to help his students achieve the skills they need.

Mrs. Compton tried to convince Ray of the importance of joining the professional organization. But once again, Ray shortchanged himself. He should have found the time to go to meetings and exchange information with other teachers. He probably would have found the increase in dues was the result of plans for many worthwhile projects that would require additional funds. Ray needs to rethink his position on what is "worthwhile" educational activity. At present, his view is much too narrow to be called "professional."

Ray is a good classroom teacher. Apparently, though, he is not especially interested in sharing his success with anyone else. He refused the suggestion from his supervisor to write an article. His feeling that "you may just ruin a good young teacher's initiative by giving him too many pat answers" revealed a lack of understanding of the way new discoveries, theories, techniques, and understandings are built on a foundation of past knowledge, shared among groups and individuals.

True, there is a great deal of satisfaction to be gained from solving your own problems—unless you suspect that others may have already solved them or made a start on solving them. Then, it becomes a waste of time and talent. Education builds upon learnings. A young teacher can build on the methods and techniques of others, and possibly find even better solutions.

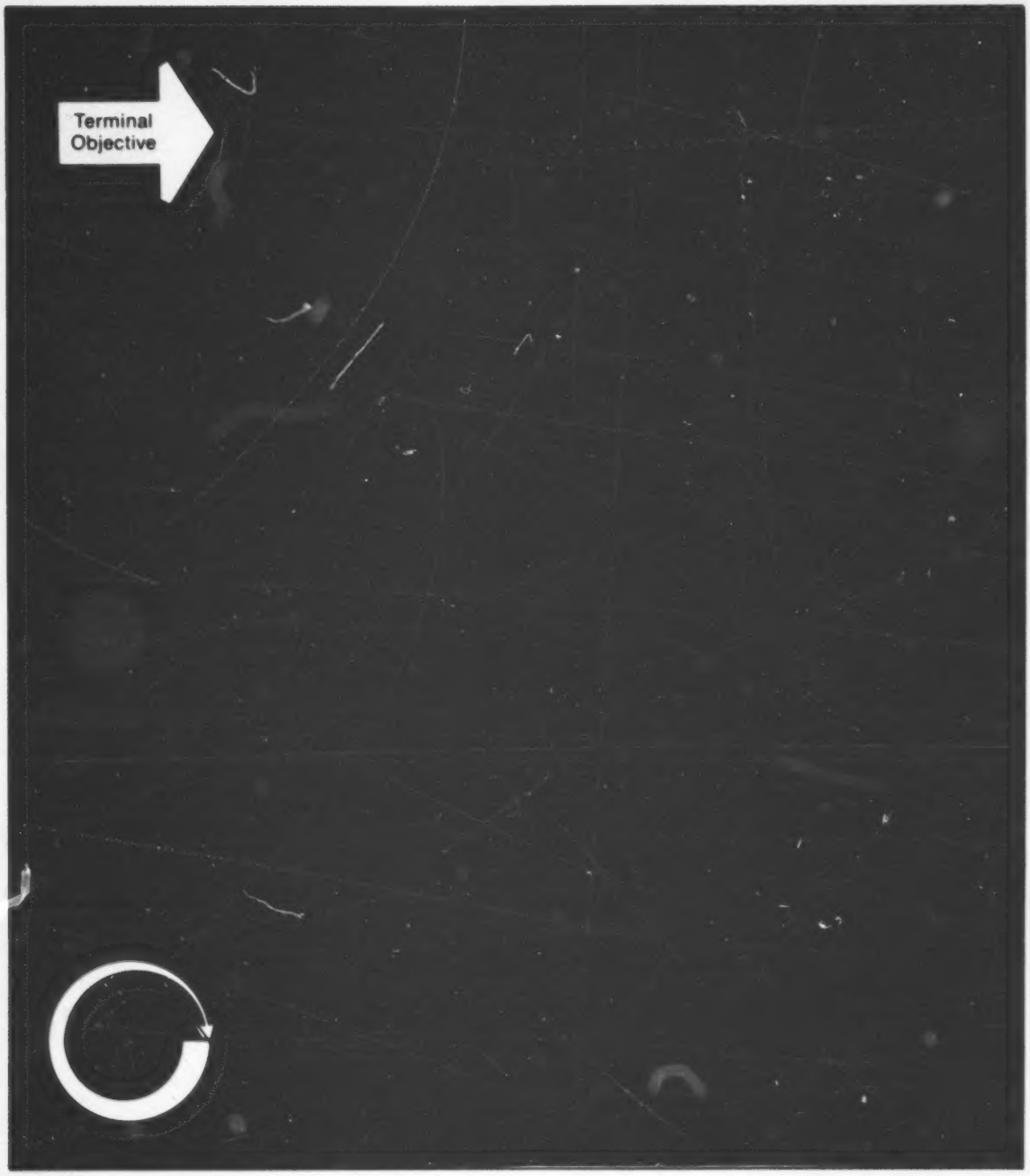
Thus far, Ray is not behaving very professionally. It is to be hoped that he will reconsider his responsibility to his profession before his attitude affects the classroom teaching he is so proud of.

LEVEL OF PERFORMANCE: Your completed critique should have covered the same **major** points as the model response. If you missed some points, or have questions about any additional points you made, review the material in the information sheet, Serving Your Teaching Profession, pp. 6–16, or check with your resource person if necessary.

NOTES

Learning Experience III

FINAL EXPERIENCE



*For a definition of "actual school situation," see the inside back cover.

NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Serve Your Teaching Profession (I–2)

Name _____

Date _____

Resource Person _____

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
In serving the profession through participation in a professional organization, the teacher:						
1. attended at least one meeting of the local chapter of the professional organization	☐	☐	☐	☐		
2. volunteered to serve on a committee	☐	☐	☐	☐		
3. participated in a discussion during the meeting	☐	☐	☐	☐		
4. voted on issues presented during the business meeting session	☐	☐	☐	☐		
5. presented a program at the meeting	☐	☐	☐	☐		
6. discussed the advantages of belonging to the professional organization with a non-member	☐	☐	☐	☐		
7. exchanged information with other members of the organization	☐	☐	☐	☐		
8. participated in any outside activities sponsored by the organization	☐	☐	☐	☐		
In serving the profession through participation in other activities, the teacher:						
9. wrote a letter to a congressman or representative regarding proposed educational legislation	☐	☐	☐	☐		
10. attended a meeting of a related professional organization or group	☐	☐	☐	☐		
11. volunteered or agreed to serve on a school or school district committee	☐	☐	☐	☐		
12. participated in a research project	☐	☐	☐	☐		

	N/A	None	Poor	Fair	Good	Excellent
13. made plans to submit an article for publication, including:						
a. choosing a topic	☐	☐	☐	☐		
b. determining the appropriate audience for the article	☐	☐	☐	☐		
c. researching the most appropriate publication	☐	☐	☐	☐		
d. determining acceptable format and procedures for publication	☐	☐	☐	☐		
e. writing an article using acceptable format and procedures	☐	☐	☐	☐		
14. wrote a news article on a professional activity or outstanding individual for the local newspaper	☐	☐	☐	☐		
15. discussed professionalism with other teachers and expressed support of the goals of the teaching profession	☐	☐	☐	☐		

LEVEL OF PERFORMANCE: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).